

The Influence of Organizational Climate and Work Motivation on the Performance of Basic Education Teachers

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ABSTRACT

The organizational climate in elementary schools greatly influences the sustainability of education. This research aims to see how much influence organizational climate and work motivation have on the performance of basic education teachers. The research aims to determine the influence of organizational climate and work motivation on the performance of basic education teachers in Aceh. The time of the research was in March 2024. The research population was 85 people and 41 people were sampled purposively. This research is quantitative, using survey methods. Data collection techniques through observation, documentation, and questionnaires. The data analysis technique uses multiple linear regression analysis. The results of data analysis show that the Organizational Climate variable (X1) partially has a significant effect on Performance (Y). The work motivation variable (X2) partially has a significant effect on performance (Y). The variables organizational climate (X1) and work motivation (X2) simultaneously have a significant effect on the performance (Y) of basic education teachers with a calculated F value of 54,599 and a sig value of 0.000. The coefficient of determination (R²) obtained a value of 0.742, indicating that the contribution of organizational climate and work motivation variables to teacher performance was 74.2%, while the remaining 25.8% was the contribution of others. Organizational climate and performance are a continuity between the influence of organizational climate and work motivation on elementary education teacher performance.

Keywords: *Organizational Climate, Work Motivation, Teacher Performance*



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INTRODUCTION

Education is an effort to prepare students through guidance, teaching, and/or training activities for their roles in the future. This is following the definition of education according to the National Education System Law Number 20 of 2003, namely a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as skills needed by himself and society. This definition implies that the function of education is to develop personality, develop abilities, and increase students' knowledge and skills as provisions for their life in society. The educational process is carried out to achieve educational goals.

Education aims to be able to give birth to a generation of quality and character who have a broad view of the future to achieve the desired goals and can adapt quickly and

precisely in various environments (Mayang et al., 2021); (Irving et al., 2020). The availability of teachers with good professionalism (Sudarma et al., 2023), the availability of adequate facilities and infrastructure (Nurhayati et al., 2020); (Olsson, 2020), the availability of qualified administrative staff (Siregar et al., 2022), the existence of a conducive organizational culture and climate (Xu et al., 2020), and the active and proportional involvement of the school committee as school partners (Kassab et al., 2020), provide important contributions to improving the quality of education in schools (Akmaluddin et al., 2021); (Mariana, 2021).

Teachers are educators whose role is to teach (WaruwuSari et al., 2022), educate, and guide students so that they have knowledge and skills according to educational goals (Akmaluddin et al., 2021). According to Law Number 14 of 2005, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Therefore, teachers are often seen as the spearhead for achieving educational goals (Fatmawati, 2023).

Teachers play an important role in the learning process (Siagian et al., 2019), If teachers work professionally (Yusnaldi, 2021), schools can produce superior students (Safaruddin et al., 2020). On the other hand, resources, in this case teachers, are not managed well, and students also do not develop optimally. Teachers must have the ability to plan teaching (Kassab et al., 2020), write teaching objectives (Khoza & Biyela, 2020), present learning materials (Kendra, 2019), ask questions to students (Irving et al., 2020), teach concepts (Mardhatillah et al., 2019) communicate with students, observe the class, and evaluate learning outcomes (Basri & Akmaluddin, 2020). So far, teacher performance assessment indicators are only based on Teacher Performance Assessment (PKG) and Officer Work Target . Teacher Performance Assessment is one of the efforts in carrying out the duties and functions attached to the department functional teacher carried out in accordance with applicable regulations to ensure the process occurs quality learning at all levels of education. This assessment is used as evaluation material for whether there are obstacles in carrying out work and as a reference in carrying out development in educational units. If the assessment results show poor performance, it will have a negative impact on the school. Therefore, the assessment must be carried out objectively (Muslimin, 2020).

Common problems that occur in the field show that performance assessment is just a formality to obtain the title of teacher and school in a good category in society. Many teachers' performance is still not professional, this can be seen from teachers teaching without proper preparation, teachers have not made lesson plans for the new school year, teachers have not been able to make lesson plans independently, and only relying on copy-pastes from other schools. Learning implementation is inconsistent with the Lesson plan that has been prepared, the teacher has not used the curriculum reference that has been implemented. The implementation of learning is less varied where teachers still rely on the lecture method and do not use learning media so learning is not effective, students feel bored and busy alone. This results in student achievement not being achieved optimally as indicated by grades still below the KKM (Farida., 2023).

Teacher performance which is still low is of course closely related to various things that influence it. One of the factors that determines teacher performance is organizational climate. According to (Ernawati & Wicaksono, 2022), organizational climate is the quality of the internal environment that is relatively ongoing, experienced by members of the organization, and influences the behavior of each member. Thus, (Rohmawati, 2017) believes that schools that have a conducive organizational climate will be able to support teachers to work comfortably and try to work as well as possible. (Janah et al., 2019) explain that organizational climate is a force that influences it both directly and indirectly on a person's

performance. (Herman et al., 2022) which states that organizational climate has a significant effect on the level of teacher performance.

Several things play an important role in creating a conducive school climate, namely the physical environment, social environment, and cultural environment. Organizational climate can be pleasant or unpleasant because the organizational climate is built through activities and has consequences or impacts on the organization (Sofyanty, 2020). A school climate that is less supportive of learning can result in less success in educational goals. A poor school climate and less harmonious relationships between teachers and fellow teachers, teachers and superiors, and teachers and students contribute to poor performance. A comfortable and conducive school climate can encourage maximum teacher performance (Sitepu & Sulasmi, 2023; Utomo et al., 2023).

METHODS

Quantitative descriptive research methods are the researcher's choice in solving this problem. Quantitative research is a systematic, planned, and structured type of research. In this research, a survey method was used to solve actual problems with very large populations. The variables used in this research consist of teacher performance as the dependent variable (Y), organizational climate (X1), and work motivation (X2) as the independent variable. The form of relationship that will be studied is the influence of variables independent of the dependent variable: *Research Sample*

For this research, the sample was determined deliberately (*purposive*) namely only 41 teachers with government employees and Government Employees with Employment Agreements status were taken. This is with the consideration that government employees and Government Employees with Employment Agreements teachers are ASN who have rights and obligations in implementing the learning process at school. Sampling in this research was guided by the opinion (Arikunto, 2021) that sampling for research, if the subject is less than 100 people, all of them should be taken, if the subject is large or more than 100 people, 10-15% or 20-25% or more can be taken. Remember the number of ASN teachers was only 41 people, so all of them were taken as research samples.

Data Collection Techniques

Data collection techniques are techniques used by researchers to obtain the valid data needed. The data collection techniques used in this research are observation, documentation, and questionnaires, with the following measurement scale:

Table 1. Skala Pengukuran

| No | Alternatif Jawaban | Criteria | Weight |
|----|--------------------|----------|--------|
| 1 | Strongly Agree | SS | 5 |
| 2 | Agree | S | 4 |
| 3 | Disagree | KS | 3 |
| 4 | Disagree | TS | 2 |
| 5 | Strongly Disagree | STS | 1 |

Source: (Abdullah et al., 2022).

Data Analysis Technique

The data analysis technique in this research uses the SPSS version 21.0 program. In this research, researchers used normality tests, multiple linear regression analysis tests, and hypothesis testing.

RESULTS AND DISCUSSION

Results

Normality Test

The normality test aims to test whether confounding or residual variables have a normal distribution. A good regression model has a normal data distribution. The normality test was carried out using the one-sample Kolmogorov test tool Smirov. The normality test criteria using the Kolmogorov-Smirnov test is that if the significance is greater than 0.05 then the data distribution is declared normal. Table 2 displays data from the Kolmogorov-Smirnov test.

Table 2. *One-Sample Kolmogorov-Smirnov Test Results*

| One-Sample Kolmogorov-Smirnov Test | | |
|------------------------------------|----------------|-------------------------|
| | | Unstandardized Residual |
| N | | 41 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 1.36069498 |
| | Absolute | .071 |
| Most Extreme Differences | Positive | .071 |
| | Negative | -.070 |
| Kolmogorov-Smirnov Z | | .455 |
| Asymp. Sig. (2-tailed) | | .986 |

Source: Primary Data (Processed), 2024

The Asymp sig value for the research variable is 0.986, which is greater than 0.05. This means that the research data has a normal residual distribution so that further data analysis can be carried out.

Multiple Linear Regression Analysis

Multiple linear regression data analysis was carried out after validity tests, reliability tests, and classical assumption tests were met. Data processing was carried out using SPSS 21.00 software tools. Table 3 shows the results of multiple linear regression analysis to estimate the influence of organizational climate and work motivation on the performance of basic education teachers in *Cluster 04 Indrajaya, Pidie Regency*.

Table 3. *Results of Multiple Linear Regression Analysis.*

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|----|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| | | | | | | |
| 1 | X1 | .430 | .061 | .590 | 7.039 | .000 |
| | X2 | .467 | .074 | .531 | 6.333 | .000 |

Source: Primary Data (Processed), 2024

The data in Table 3 contains some information, namely the intercept value (a) and the regression coefficient of the independent variable (b). Based on these parameters, the estimation model to see the influence of organizational climate and work motivation on the performance of basic education teachers in *Cluster 04 Indrajaya, Pidie Regency* can be expressed through a multiple linear regression line equation as follows:

$$Y = 8.025 + 0.430X1 + 0.467X2$$

The regression equation above can be explained as follows:

The intercept value $a = 8.025$ shows that without the organizational climate and work motivation variables, the performance of basic education teachers in *Cluster 04 Indrajaya, Pidie Regency*, is 8.025. The regression coefficient value of the organizational climate variable

is 0.430 which means that every 1% increase in organizational climate (X1) will increase teacher performance (Y) by 0.430%, assuming variable X2 is constant. This shows that the better the organizational climate, the performance of basic education teachers in Cluster 04 Indrajaya, Pidie Regency is increasing. The regression coefficient value for the work motivation variable is 0.467, which means that if there is an increase in work motivation (X2) by 1%, it will increase teacher performance (Y) by 0.467%, assuming that the variable X1 is considered constant. This means that increasing work motivation will trigger an increase in the performance of basic education teachers in Cluster 04 Indrajaya, Pidie Regency. The work motivation variable (X2) has a more dominant influence on influence performance of basic education teachers in Cluster 04 Indrajaya, Pidie Regency.

Hypothesis Testing

T Test

The hypothesis in this study consists of three statements as follows:

1. Organizational climate has a positive and significant effect on the performance of basic education teachers in Cluster 04 Indrajaya, Pidie Regency.
2. Work motivation has a positive and significant effect on the performance of basic education teachers in Cluster 04 Indrajaya, Pidie Regency.
3. Organizational climate and work motivation together influence the performance of basic education teachers in Cluster 04 Indrajaya, Pidie Regency.

Proving the sound of the first and second hypotheses can be done through a partial test (t), while the third hypothesis can be proven through a simultaneous test (F test). Partial tests are carried out to determine the effect of each independent variable on the dependent variable. Partial test results (t) are shown in Table 4.

Table 4. Partial Test Results (t-test)

| Variabel Independen | t | Sig. |
|--|-------|------|
| Organizational Climate (X ₁) | 7.039 | .000 |
| Work Motivation (X ₂) | 6.333 | .000 |

Source: Primary Data (Processed), 2024

The results of data analysis obtained a calculated t value for the Organizational Climate variable (X1) of 7.039 with a value of sig. 0.000 (< 0.005). This fact shows that the Organizational Climate variable (X1) has a positive and significant effect on the Performance (Y) of basic education teachers in Cluster 04 Indrajaya, Pidie Regency. Thus, the results of this study accept H1 or reject H0.

The work motivation variable (X2) has a calculated t value of 5,367 with a sig value of 0.000 (<0.05), meaning that the work motivation variable (X2) partially has a positive and significant effect on the performance (Y) of basic education teachers in Cluster 04 Indrajaya, Pidie Regency. Thus the results of this study reject H0 or accept H1.

F Test

The third hypothesis states that together the organizational climate variables (X1) and work motivation (X2) have a significant effect on teacher performance (Y). To prove this hypothesis, a simultaneous test (F test) was carried out. Simultaneous test results can be seen in Table 5.

Table 5. Simultaneous Test Results (F)

| ANOVA ^a |
|--------------------|
|--------------------|

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 212.818 | 2 | 106.409 | 54.599 | .000 ^b |
| | Residual | 74.060 | 38 | 1.949 | | |
| | Total | 286.878 | 40 | | | |

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source: Primary Data (Processed), 2024

The simultaneous test produced a calculated F value of 54,599 with a sig value of 0.000 (< 0.05), which means that the variables organizational climate (X1) and work motivation (X2) together have a significant effect on the performance (Y) of basic education teachers in Cluster 04 Indrajaya Pidie Regency. Thus, the results of this study accept H1 or reject H0.

Correlation Coefficient and Determination Coefficient

The close relationship between the independent variable and the dependent variable can be determined through the correlation coefficient (r). Table 6 displays data on the correlation coefficient and coefficient of determination.

Table 6. Correlation Coefficient and Determination Coefficient.

| Model | R | Model Summary | | |
|-------|-------------------|---------------|-------------------|----------------------------|
| | | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .861 ^a | .742 | .728 | 1.396 |

Source: Primary Data (Processed), 2024

The correlation between the independent variable and the dependent variable is shown by the r value of 0.861. This means that there is a very strong and unidirectional relationship between organizational climate (X1) and work motivation (X2) and teacher performance (Y). In other words, if the organizational climate (X1) and work motivation (X2) increase, teacher performance will also increase (Y). The results of the analysis of the coefficient of determination (R2) obtained a value of 0.742, indicating that the contribution of organizational climate and work motivation variables to teacher performance simultaneously was 74.2%, while the remaining 25.8% was a contribution factor other.

Discussion

Based on the results of data processing, it is shown that the organizational climate variable (X₁) and work motivation (X₂) together have a significant effect on the performance (Y) of basic education teachers in Cluster 04 Indrajaya, Pidie Regency. The simultaneous test produced a calculated F value of 54,599 with a sig value of 0.000 (< 0.05). Partially, the organizational climate variable (X₁) has a positive and significant effect on the performance of basic education teachers in Cluster 04 Indrajaya, Pidie Regency, as indicated by the calculated t value of 7.039 with sig. 0,000. The results of this research agree with (Iqmalia et al., 2022) and (Triastuti, 2019) who say that organizational climate influences employee performance or that if the organizational climate is improved, employee performance will increase.

A comfortable atmosphere also arises from the influence of a school administration system that is in harmony with the teacher's work, as well as the school's physical environment being in good condition and maintained. A conducive climate will provide a feeling of comfort in completing teachers' tasks. (Suhendra, 2019) states that a good organizational climate encourages teachers to work calmly and free from feelings of anxiety or

discrimination while on duty, even though the organization is in various public interests. (Rahmawati & Supartha, 2015) added that organizational climate can have a huge influence on motivation, behavior, achievement, commitment, and job satisfaction so that the performance of each member of the organization will increase and they will feel comfortable if the organizational climate is conducive and running well.

Work motivation variable (X_2) has a calculated t value of 5,367 with a sig value of 0.000 (<0.05), meaning that the work motivation variable (X_2) partially has a significant effect on the performance (Y) of basic education teachers in Cluster 04 Indrajaya, Pidie Regency. The results of this research are supported by the opinions of (Yuliantini & Santoso, 2020), (Parimita et al., 2018), and (Riyadi & Mulyapradana, 2017) who say that work motivation variables have a positive effect and are significant on performance. This means that the higher the work motivation, the higher the level of performance.

Performance is an indicator of the achievement of teachers' work results in carrying out their duties both in quality and quantity. Teacher performance professional This will be realized if teachers have high motivation in carrying out the tasks they are responsible for. Based on the results of data analysis regarding the state of perceived motivation of teachers in Cluster 04 Indrajaya, Pidie Regency, an average score of 4.30 (Likert scale) was obtained, which indicates work motivation is in the high category. Indicators of work motivation perceived by teachers include working with all their energy, career opportunities, pride in the teaching profession, teaching as a noble profession, sufficient salary, job responsibility, supervision from leadership, demands of being a teacher, professional, a great place to work, and hope for the future. Motivation is a driving factor that encourages someone to seriously carry out an activity to achieve a goal set can be achieved. (Kristina et al., 2021) said that the work motivation variable has a positive effect and is significant on performance.

According to (Husni et al., 2023; Iswani et al., 2024), teacher performance in learning is the most important part of supporting the creation of an effective educational process, especially in building a disciplined attitude and the quality of learning outcomes given to students. Teachers who have good work motivation will certainly produce good performance. Conversely, if work motivation is low it will have an impact on low performance. Therefore, the organizational climate and work motivation must be managed well to obtain good teacher performance.

CONCLUSION

Results of data analysis to see the influence of organizational climate variables (X_1) and work motivation (X_2) on performance (Y) obtained by a multiple linear regression equation estimation model $Y = 8.025 + 0.430X_1 + 0.467X_2$. Work motivation variable (X_2) is more dominant than organizational climate (X_1) in influencing teacher performance (Y). Organizational Climate Variable (X_1) partially has a significant effect on the performance (Y) of basic education teachers in Cluster 04 Indrajaya, Pidie Regency. This is indicated by the calculated t value of 7.039 and sig. 0.000 (< 0.005). Work motivation variable (X_2) partially has a significant effect on the performance (Y) of basic education teachers in Cluster 04 Indrajaya, Pidie Regency. This is indicated by the calculated t value of 5.367 and sig 0.000 (<0.05). Organizational climate variables (X_1) and work motivation (X_2) simultaneously have a significant effect on the performance (Y) of basic education teachers in Cluster 04 Indrajaya, Pidie Regency. This is indicated by the calculated F value of 54,599 and a sig value of 0.000 (<0.05). The correlation between the independent variable and the dependent variable is shown by an R-value of 0.861 or there is a very strong relationship between organizational climate (X_1) work motivation (X_2) and teacher performance (Y). The coefficient of

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determination (R²) obtained a value of 0.742, which shows that the contribution of organizational climate and work motivation variables to teacher performance is 74.2%, while the remaining 25.8% is a contribution factor. Factor (X₁) greatly influences factor (X₂) while (Y) is the influence of these two factors, in fact the organizational climate creates a flexible working atmosphere in the work of an educator so that it will have a big impact on a teacher's performance when learning is carried out and aimed at, all of that lies in on responsibility and motivation of work and colleagues in educational mutualism.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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